



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 12631785
SAU: MSAD 71
School: Middle School of The Kennebunk

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

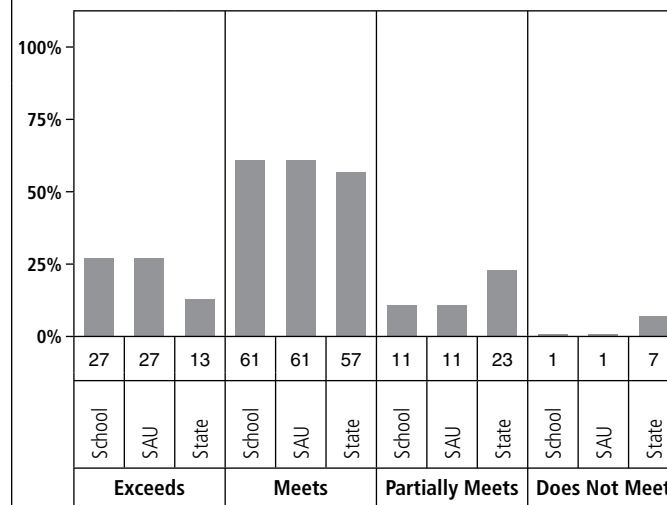
SUMMARY OF SCORES

Test Date: March 2008
Grade: 6
SAU: MSAD 71
School: Middle School of The Kennebunk

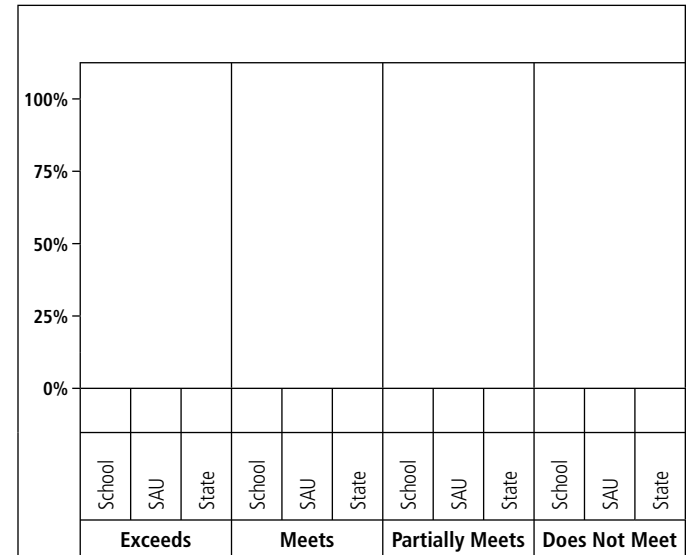
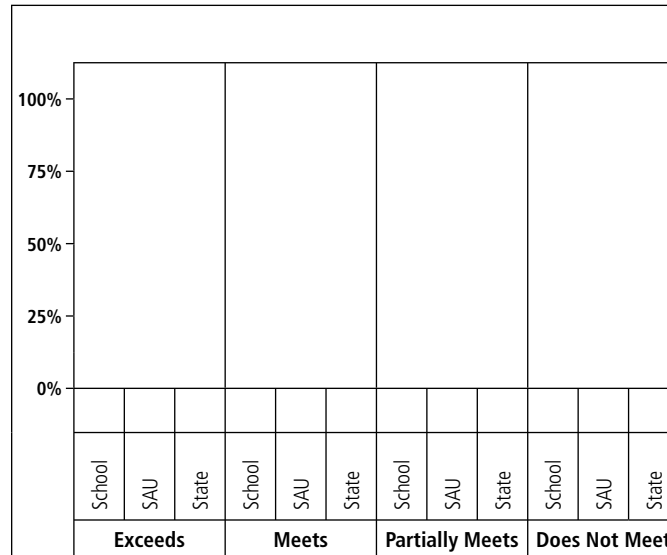
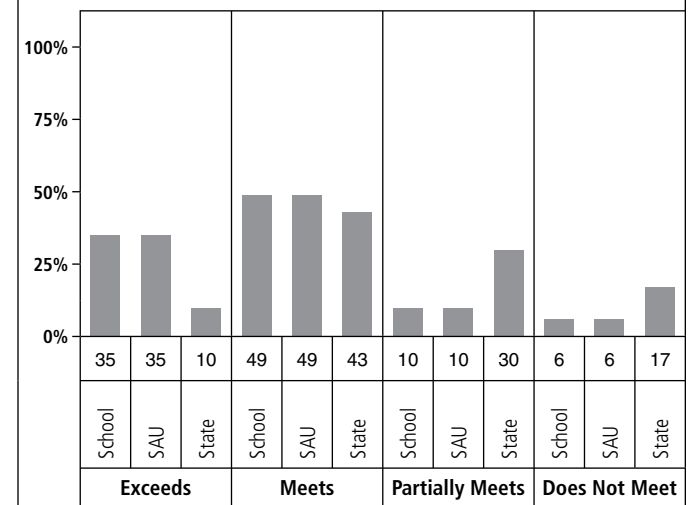
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	652	652	644
2006–2007	653	653	646
2007–2008	654	654	648
Cum. Avg. *	653	653	646
Mathematics			
2005–2006	654	654	641
2006–2007	655	655	643
2007–2008	655	655	642
Cum. Avg. *	655	655	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 6
 SAU: MSAD 71
 School: Middle School of The Kennebunk

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	162	100	162	100	14365	100	161	99	161	99	14266	99	161	99	161	99	14268	99												
Ethnicity African American/Black	1	1	1	1	418	3	1	100	1	100	407	97	1	100	1	100	413	99												
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99												
Asian or Pacific Islander	4	2	4	2	249	2	4	100	4	100	249	100	4	100	4	100	248	100												
Hispanic	0	0	0	0	149	1	0	0	0	0	147	99	0	0	0	0	147	99												
Caucasian/White	157	97	157	97	13438	94	156	99	156	99	13353	100	156	99	156	99	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	33	20	33	20	2518	18	33	100	33	100	2479	99	33	100	33	100	2479	99												
Current LEP	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99												
Economically disadvantaged	28	17	28	17	5335	37	28	100	28	100	5277	99	28	100	28	100	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	125	77	125	77	11613	81	130	80	130	80	11626	81												
Identified disability (PET/IEP)	1	1	1	1	373	3	5	4	5	4	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	0	0	0	0	149	1	0	0	0	0	150	1												
Participation with accommodations	35	22	35	22	2451	17	30	19	30	19	2446	17												
Identified disability (PET/IEP)	31	89	31	89	1909	78	27	90	27	90	1910	78												
LEP	0	0	0	0	142	6	0	0	0	0	152	6												
504 plan	3	9	3	9	85	3	3	10	3	10	84	3												
Other	1	3	1	3	350	14	0	0	0	0	335	14												
Participation through alternate assessment (PAAP)	1	1	1	1	197	1	1	1	1	1	196	1												
Identified disability (PET/IEP)	1	100	1	100	197	100	1	100	1	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	24	0												
Non-participation – other	1	1	1	1	75	1	1	1	1	1	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	6
SAU:	MSAD 71
School:	Middle School of The Kennebunk

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	35	20	35	20	1176	8
	2006-2007	39	21	39	21	1132	8
	2007-2008	43	27	43	27	1817	13
	Cum. Total*	117	22	117	22	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	114	64	114	64	7612	51
	2006-2007	118	64	118	64	8127	57
	2007-2008	97	61	97	61	8072	57
	Cum. Total*	329	63	329	63	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	26	15	26	15	4080	27
	2006-2007	27	15	27	15	3549	25
	2007-2008	18	11	18	11	3194	23
	Cum. Total*	71	14	71	14	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	4	2	4	2	2005	13
	2006-2007	1	1	1	1	1478	10
	2007-2008	2	1	2	1	981	7
	Cum. Total*	7	1	7	1	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	37.3	66.6	37.3	66.6	32.7	58.4
Literary Text	28	50	18.8	67.1	18.8	67.1	16.3	58.2
Informational Text	28	50	18.5	66.1	18.5	66.1	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: MSAD 71
 School: Middle School of The Kennebunk

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	160	43	27	97	61	18	11	2	1	654	160	27	61	11	1	654	14064	13	57	23	7	648
Ethnicity																						
African American/Black	1										1						399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	4										4						247	16	60	20	4	650
Hispanic	0										0						145	8	45	34	14	643
Caucasian/White	155	41	26	95	61	17	11	2	1	654	155	26	61	11	1	654	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	32	0	0	20	63	10	31	2	6	643	32	0	63	31	6	643	2282	2	29	42	27	636
No	128	43	34	77	60	8	6	0	0	657	128	34	60	6	0	657	11782	15	63	19	3	650
Current LEP																						
Yes	0										0						329	4	44	30	22	640
No	160	43	27	97	61	18	11	2	1	654	160	27	61	11	1	654	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	28	3	11	16	57	8	29	1	4	648	28	11	57	29	4	648	5153	6	51	31	12	643
No	132	40	30	81	61	10	8	1	1	656	132	30	61	8	1	656	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	160	43	27	97	61	18	11	2	1	654	160	27	61	11	1	654	14057	13	57	23	7	648
Gender																						
Female	94	29	31	55	59	9	10	1	1	656	94	31	59	10	1	656	6967	16	59	20	5	650
Male	66	14	21	42	64	9	14	1	2	652	66	21	64	14	2	652	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1186	6	41	42	11	642
No	160	43	27	97	61	18	11	2	1	654	160	27	61	11	1	654	12878	14	59	21	7	648
Gifted/talented program																						
Yes	5	3	60	2	40	0	0	0	0	664	5	60	40	0	0	664	557	50	48	2	0	661
No	155	40	26	95	61	18	12	2	1	654	155	26	61	12	1	654	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 6
 SAU: MSAD 71
 School: Middle School of The Kennebunk

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	4 45 50 1	1 15 26 1	17 21 33 50	2 45 48 1	33 63 61 50	2 11 5 0	33 15 6 0	1 1 0 0	17 1 0 0	643 653 657 662	4 45 50 1	17 21 33 50	33 63 61 50	33 15 6 0	17 1 0 0	643 653 657 662	6 56 34 3	7 13 15 9	43 58 60 46	30 23 20 29	20 6 5 16	641 648 649 643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	49 44 6 1	27 14 1 1	35 20 11 50	40 47 8 1	51 67 89 50	10 8 0 0	13 11 0 0	1 1 0 0	1 1 0 0	656 652 656 664	49 44 6 1	35 20 11 50	51 67 89 50	13 11 0 0	1 1 0 0	656 652 656 664	40 48 9 3	17 12 7 3	60 59 45 31	19 23 34 37	5 6 15 29	650 648 643 637
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	24 63 13 1	18 24 1 0	47 24 5 0	19 64 13 0	50 64 65 0	1 11 6 0	3 11 30 0	0 1 0 1	0 1 0 100	662 654 647 628	24 63 13 1	47 24 5 0	50 64 65 0	3 11 30 0	0 1 0 100	662 654 647 628	28 54 16 2	26 9 3 1	58 61 48 37	11 24 37 39	4 6 13 23	653 647 642 637
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	17 62 21	4 25 14	15 26 41	21 58 17	78 59 50	2 14 2	7 14 6	0 1 1	0 1 3	653 654 658	17 62 21	15 26 41	78 59 50	7 14 6	0 1 3	653 654 658	15 66 18	10 13 15	48 59 58	27 22 20	15 5 7	644 649 649
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	8 54 38	1 13 29	8 15 48	9 59 27	75 69 45	2 12 4	17 14 7	0 2 0	0 2 0	651 651 660	8 54 38	8 15 48	75 69 45	17 14 7	0 2 0	651 651 660	9 54 36	2 9 21	37 59 60	37 26 15	23 6 4	638 647 652
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	51 48 1	19 24 0	23 32 0	51 43 1	63 57 100	10 8 0	12 11 0	1 1 0	1 1 0	653 656 646	51 48 1	23 32 0	63 57 100	12 11 0	1 1 0	653 656 646	46 50 3	13 14 5	56 60 46	24 21 30	7 6 20	648 649 641
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	20 60 11 9	11 29 1 1	34 31 6 7	17 56 15 8	53 59 88 57	4 10 1 3	13 11 6 21	0 0 0 2	0 0 0 14	657 655 652 645	20 60 11 9	34 31 6 7	53 59 88 57	13 11 6 21	0 0 0 14	657 655 652 645	19 51 12 18	19 15 9 4	58 60 56 50	17 20 26 34	6 5 9 13	651 649 646 643
Optional school/SAU question A. B. C. D.	25 13 38 25	0 0 1 0	0 0 33 0	1 1 2 1	50 100 67 50	1 0 0 0	50 0 0 0	0 0 0 1	0 0 0 50	642 644 652 639	25 13 38 25	0 0 33 0	50 100 67 50	50 0 0 0	0 0 0 50	642 644 652 639						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: MSAD 71
School: Middle School of The Kennebunk

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	53	30	53	30	1463	10
	2006-2007	60	32	60	32	2092	15
	2007-2008	56	35	56	35	1474	10
	Cum. Total*	169	32	169	32	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	90	50	90	50	5914	40
	2006-2007	87	47	87	47	5731	40
	2007-2008	79	49	79	49	6008	43
	Cum. Total*	256	49	256	49	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	29	16	29	16	4494	30
	2006-2007	34	18	34	18	4175	29
	2007-2008	16	10	16	10	4244	30
	Cum. Total*	79	15	79	15	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	7	4	7	4	3014	20
	2006-2007	4	2	4	2	2308	16
	2007-2008	9	6	9	6	2346	17
	Cum. Total*	20	4	20	4	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	12.5	65.8	12.5	65.8	9.6	50.5
Cluster 2: Shape and Size	15	27	10.6	70.7	10.6	70.7	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	5.5	78.6	5.5	78.6	4.2	60.0
Cluster 4: Patterns	15	27	9.9	66.0	9.9	66.0	7.5	50.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 6
SAU: MSAD 71
School: Middle School of The Kennebunk

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	160	56	35	79	49	16	10	9	6	655	160	35	49	10	6	655	14072	10	43	30	17	642
Ethnicity																						
African American/Black	1										1						409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	4										4						247	13	50	25	13	646
Hispanic	0										0						145	9	32	34	25	638
Caucasian/White	155	55	35	75	48	16	10	9	6	655	155	35	48	10	6	655	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	32	3	9	11	34	9	28	9	28	638	32	9	34	28	28	638	2283	2	18	31	49	627
No	128	53	41	68	53	7	5	0	0	660	128	41	53	5	0	660	11789	12	48	30	10	645
Current LEP																						
Yes	0										0						339	5	22	32	41	631
No	160	56	35	79	49	16	10	9	6	655	160	35	49	10	6	655	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	28	8	29	13	46	4	14	3	11	651	28	29	46	14	11	651	5160	4	34	36	26	636
No	132	48	36	66	50	12	9	6	5	656	132	36	50	9	5	656	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	160	56	35	79	49	16	10	9	6	655	160	35	49	10	6	655	14065	10	43	30	17	642
Gender																						
Female	94	33	35	46	49	9	10	6	6	655	94	35	49	10	6	655	6974	10	43	31	16	642
Male	66	23	35	33	50	7	11	3	5	655	66	35	50	11	5	655	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1192	4	23	43	30	634
No	160	56	35	79	49	16	10	9	6	655	160	35	49	10	6	655	12880	11	44	29	15	643
Gifted/talented program																						
Yes	5	4	80	1	20	0	0	0	0	667	5	80	20	0	0	667	557	53	42	4	0	663
No	155	52	34	78	50	16	10	9	6	655	155	34	50	10	6	655	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: MSAD 71
School: Middle School of The Kennebunk

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	2	33	3	50	1	17	0	0	658	4	33	50	17	0	658	6	6	33	31	31	635
B. less than one hour	45	24	33	36	50	7	10	5	7	655	45	33	50	10	7	655	56	11	43	30	16	643
C. one to two hours	50	29	37	39	49	8	10	3	4	656	50	37	49	10	4	656	34	11	45	30	14	644
D. more than two hours	1	1	50	1	50	0	0	0	0	666	1	50	50	0	0	666	3	6	33	32	28	636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	69	42	39	54	50	10	9	3	3	657	69	39	50	9	3	657	45	14	47	28	11	646
B. They match some of what I have learned.	25	10	26	21	54	5	13	3	8	652	25	26	54	13	8	652	43	8	43	33	17	641
C. They match just a little of what I have learned.	6	4	40	3	30	1	10	2	20	654	6	40	30	10	20	654	9	6	30	33	32	635
D. There is no match.	0										0						3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	42	41	62	21	32	4	6	0	0	665	42	62	32	6	0	665	29	24	51	17	8	651
B. good	42	15	22	43	64	4	6	5	7	652	42	22	64	6	7	652	48	6	45	33	16	641
C. fair	13	0	0	12	60	6	30	2	10	642	13	0	60	30	10	642	19	1	29	42	28	634
D. poor	3	0	0	2	40	2	40	1	20	638	3	0	40	40	20	638	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	21	3	9	21	64	5	15	4	12	646	21	9	64	15	12	646	24	5	38	33	24	638
B. about the same as my regular schoolwork	54	25	29	50	58	8	9	3	3	654	54	29	58	9	3	654	62	9	45	31	14	643
C. easier than my regular schoolwork	25	28	72	8	21	2	5	1	3	667	25	72	21	5	3	667	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	53	24	29	42	51	13	16	4	5	653	53	29	51	16	5	653	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	45	31	44	35	49	3	4	2	3	660	45	44	49	4	3	660	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	1	33	1	33	0	0	1	33	648	2	33	33	0	33	648	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	38	19	32	35	58	3	5	3	5	656	38	32	58	5	5	656	17	8	39	30	22	639
B. two or three days a week	32	19	37	23	45	8	16	1	2	657	32	37	45	16	2	657	34	11	44	31	14	643
C. two or three times each month	20	12	39	14	45	3	10	2	6	656	20	39	45	10	6	656	31	12	44	29	15	644
D. never or almost never	10	5	33	7	47	1	7	2	13	652	10	33	47	7	13	652	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	11	5	28	11	61	2	11	0	0	657	11	28	61	11	0	657	11	11	37	29	23	641
B. two or three days a week	53	32	38	47	56	4	5	1	1	659	53	38	56	5	1	659	32	11	44	30	15	643
C. two or three times each month	25	16	41	14	36	6	15	3	8	654	25	41	36	15	8	654	32	11	45	30	15	643
D. never or almost never	11	3	18	7	41	3	18	4	24	645	11	18	41	18	24	645	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	4	50	3	38	0	0	1	13	657	5	50	38	0	13	657	7	6	29	33	32	635
B. 30–45 minutes	13	1	5	11	55	5	25	3	15	644	13	5	55	25	15	644	37	8	39	34	20	640
C. 45–60 minutes	76	49	40	57	47	11	9	4	3	658	76	40	47	9	3	658	42	13	47	28	12	645
D. more than 60 minutes	6	2	20	8	80	0	0	0	0	656	6	20	80	0	0	656	15	12	46	27	15	644
Optional school/SAU question																						
A.	25	0	0	1	50	0	0	1	50	635	25	0	50	0	50	635						
B.	13	0	0	0	0	1	100	0	0	632	13	0	0	100	0	632						
C.	38	0	0	3	100	0	0	0	0	654	38	0	100	0	0	654						
D.	25	0	0	0	0	0	0	2	100	614	25	0	0	0	100	614						